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ABSTRACT

This bibliography brings together most of what has been written about open space elementary schools since 1968. The citations are categorized as (1) general, (2) research, (3) schools, (4) furniture, (5) newsletters, or (6) bibliographies. Articles and bound materials are entered alphabetically in the most appropriate section. No attempt was made to include literature dealing with the educational programs that may take place in open space. Prices and addresses have been included when applicable. (Author)

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OPEN SPACE ELEMENTARY SCHOOLS

An Annotated Bibliography

EA 003 827

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
SCHOOL OF EDUCATION, INDIANA STATE UNIVERSITY ● TERRE HAUTE

The material for this bulletin was prepared by:

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PREFACE

Mrs. Donna McGrady has demonstrated unusual talents as an educational researcher. She is a competent librarian and her extensive knowledge of how to obtain information complements her untiring efforts to learn more about what interests her.

A few years ago, Mrs. McGrady heard of a new elementary school that was to be built in the school corporation in which she and her family live. The school was to be built on the new open plan concept. She became interested in the open-space schools. When she learned about the important role of the library media center in the open-space school, she decided to return to school in order to become certified as a media specialist.

The data that she methodically researched continued to grow during the period of her investigation. Mrs. McGrady has probably researched, studied, compiled, and synthesized more information on the open-space school than anyone else has, and the McGrady home is a comprehensive library of information on the open-space school.

At the present, the story does not have a happy ending. After the open-space school in the local corporation was constructed, the school board began an austerity program and decided that it could cut corners by eliminating the position of media center director for the new school.

However, the knowledge and research skills that Mrs. McGrady has obtained in her quest for information will provide a valuable contribution to education, as her bibliography on the open-space elementary school clearly demonstrates.

January 1973

David Alan Gilman
Associate Professor of Education
Indiana State University

The environment in which the school child spends his days teaches him what his community thinks of education and what it thinks of him. What he experiences there, no less than what he learns there, shapes his expectations of himself and his fellowman. The school that serves its society well will nourish the child's spirit and dignity, not his mind alone.

Harold P. Gores

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INTRODUCTION

This annotated bibliography is the culmination of a concentrated six months effort to bring together most of what has been written about open-space elementary schools since 1968. The need for such a bibliography was discovered when the compiler was attempting to do a comprehensive review of literature for a graduate research paper.

The Education Index and Reader's Guide to Periodical Literature were helpful tools in the search for periodical articles. The ERIC publications, Research in Education and Current Index to Journals in Education, were also consulted.

Letters were written to sixty individuals who are, or were associated in some manner with open-space elementary schools. Two individuals, Catherine Slade and Joan Green, librarians at Educational Facilities Laboratories and Study of Education Facilities, respectively, made valuable contributions to this bibliography.

The bibliography was arbitrarily divided into the following areas: general, research, schools, furniture, newsletters, and bibliographies. Articles and bound materials are entered alphabetically in the most appropriate section.

No attempt was made to include any part of an educational program which may take place in open-space. Very often open classroom readings were included with open-space in index listings but all of the open classroom articles were intentionally deleted.

Prices and addresses have been included, when applicable, to make this bibliography helpful to those who wish to purchase listings which are for sale.

If this bibliography becomes a finger-tip reference on open-space elementary schools for students, educators, and architects then it will have fulfilled its purpose.

I

GENERAL

Anderson, D. Carl. "Open-Plan Schools, Time for a Peek at Lady Godiva," Education Digest, XXXVI (November, 1970), 8-10.

A thoughtful probing of some of the unanswered questions about open-space. Concludes with what it takes to make open-space work.

Barton, Anthony. "Hard Soft," School Progress, XXXVII (September, 1968), 54-56, 100.

A proposal for a school which would be designed and built with a physical hard area leading to a flexible intermediate zone which fades into a physically soft area. A soft area would be similar to an open classroom.

Brown, Ray. "SEF: Did Educators Subvert the System?" Canadian Architect, XVI (April, 1971), 45-52.

A rather lengthy article that analyzes and sometimes criticizes The Metropolitan Toronto School Board's Study of Educational Facilities educational and technical studies. Bibliography.

"Closing Off the Open Plan," Progressive Architecture, LII (February, 1971), 68-77.

Photographs and floor plans of open-space schools which feature areas of restricted space. Written description of an elementary school being built in Columbus, Indiana, a small city dedicated to architectural excellence.

Drew, Philip. "Open Plan," Canadian Architect, XV (October, 1970), 46-57.

A pessimistic view of open-space supported by quotes from a variety of sources. Bibliography.

Eberle, Robert F. "The Open Space School," The Clearing House, XLIV (September, 1969), 23-28.

Excellent discussion of open-space; its philosophical foundation, precedence, premise and promise. Also lists characteristics of teachers who function well in open-space.

Gores, Harold P. "Schools in the '70's: The Case of the Relevant Schoolhouse," NASSP Bulletin, LIV (May, 1970), 134-138.

Emerging trends related to physical environment are listed and examined. Difficulties for experimentation in education and societal influence on education are noted.

"How Do We Get There from Here? A Reaction to New Trends in Education," CEFP Journal, IX (June, 1971), 7-16. Available as reprint #5 from CEFP Journal, 29 West Woodruff Avenue, Columbus, Ohio 43210. Single Copies: $ .50.

In response to letters received after publication of "New Trends in Education," six educators give some pointers on how to implement educational innovations.

"How Educational Change Interacts with School Design," School Progress, XXXVIII (December, 1969), 27-32.

An open-minded school board involved teachers in planning new facilities to accomplish flexible educational goals. Stresses that today's educational theme is "openness," both human and architecturally.

Ledbetter, Thomas Allen. "A Study of Open Spaces for Teaching." Unpublished Ed.D. Dissertation, University of Tennessee, 1969. Dissertation Abstracts XXX, 3196-A. (Order No. 70-2119, 153 pp.)

A checklist was used to determine what teachers and students liked or disliked about open-space schools. The feature most liked was carpeting, and the least liked was student storage space.

Macbeth, Edwin W. "When the Walls Come Tumbling Down," School Management, XV (August, 1971), 8-11.

A discussion of the educational developments that led to open-space. Also lists twelve important considerations in the development of an open-space school.

McGrady, Donna S. "A Message from Open-Space," Audiovisual Instruction, XVII (September, 1972), 8-9.

A discussion of open-space and its implication for the field of educational technology. Bibliography.

_____. "Schools Without Walls: Selected Readings," Audiovisual Instruction, XVII (September, 1972), 45.

Listing of general-interest, open-space literature with purchase source and cost. Includes hard and soft bound books, newsletters, and bibliographies.

MacKillican, William. "Some Notes on the Open Plan School," Orbit, II (February, 1971), 15.

Main emphasis is placed on the student, the teacher, and the principal and their roles in an open-plan setting.

Newsome, Eric. "Open Plan Schools: Ten Commandments for School Boards," School Progress, XLI (February, 1972), 18-19.

An administrator's plea to school boards to "look before they leap" into building open-space schools. The ten "thou shalt nots" are excellent guideposts.

"New Trends in Education," CEFP Journal, VIII (October, 1970), 7-14. (Available as reprint #4.)

Written by the educational trends task force of the committee on architecture for education. Lists trends as individualized learning, changing role of the teacher, learning experiences in the community, learning path of a student, flow not surge, house grouping, and open-space planning.

The Open Plan School; Report of a National Seminar, Institute for Development of Educational Activities (I/D/E/A), 1970, 31 pp. Cost $2.00. Available from I/D/E/A, P.O. Box 446, Melbourne, Florida 32901.

A colorful, concisely written report which begins with the history of open-space, summarizes the thinking of participants and concludes with the hopes for open-space in the future. Stresses a need for more research by, and better communications between, those actively involved with open-space.

"Open Plan Schools," Architectural Forum, CXXXV (December, 1971), 30-47.

A special section devoted to five articles profusely illustrated with floor plans and photographs. The featured schools are located in the inner city, the affluent suburbs, and on challenging terrain. Facts and figures for each school are included.

"The Open Space School: How Does It Work?" Education Digest, XXXVII (February, 1972), 15-18.

Condensation of a chapter of the AASA publication Open Space Schools. Emphasizes the importance of communication between pupils, teachers, and administrator.

The Proceedings of Open Concept Schools Workshop, University of Houston, 1970, 86 pp. Available from: Dr. Jody L. Stevens, Department of Administration and Supervision, College of Education, University of Houston, Houston, Texas 77004.

Report of a workshop sponsored by Houston area elementary schools, Region IV Education Service Center and the Bureau of Education Research, University of Houston. Brief reports by teachers, specialists, administrators and others who addressed the conference. Floor plans of eight elementary schools included.

Schleisinger, Benjamin and James Youngston. "The Open Plan School: What's Involved for Teachers and Pupils," School Progress, XXXIX (October, 1970), 52-53.

Discussion of the highlights of a seminar on open-space. Teacher criteria, advantages of open-space, student involvement, and students' views of open-space are investigated.

Schools Without Walls, Educational Facilities Laboratories (EFL), 1965, 56 pp. Cost: $ .50. Available from: EFL, 477 Madison Avenue, New York, New York 10022.

A good basic introduction to open-space. Interestingly written and well illustrated with large photographs and floor plans of "first-generation" open-space schools. Good for dissemination to the general public.

Shemitz, Sylvan R. "Lighting an Open-Plan School," School Management, XVI (February, 1972), 22-25.

Informative article which details how basic and accent lighting was achieved in an open-space school in Hamden, Connecticut.

Smith, Douglas. "Open Plan: A Postscript," Canadian Architect, XV (October, 1970), 58.

A rebuttal to Philip Drew's article by a fellow architect.

Sommer, Robert. Personal Space. Prentice Hall, 1969, 172 pp. Cost: $4.95. Available from: Prentice Hall Inc., P.O. Box 21x, Englewood Cliffs, New Jersey 07632.

A good introduction to the basic theme of space. The book is divided into two parts: spatial behavior and special settings. One chapter deals specifically with school design. Informative and full of fascinating insights.

"Space: Catalyst for Education," CEFP Journal, IX (September/October, 1971), 5-16. (Available as reprint #6.)

Three points of views on the analysis of space are presented by a researcher/project director, a school facilities planner, and a teacher.

Stolee, Lief. "Myths and Fads in Education," The ATA Magazine, L (May-June, 1970), 32-34.

An educator questions the value of open-space, team teaching, and student participation in decision-making. (Written from a subjective, persuasive point of view.)

A Summary of Findings from a Nationwide Visitation of 93 Elementary School Installations. Pennsylvania Department of Education, 1971, 18 pp. Available from: Commonwealth of Pennsylvania Department of Education, P.O. Box 911, Harrisburg, Pennsylvania 17126.

Written in first person by an educator who traveled across the United States visiting schools that were doing experimental and/or innovative things. Major findings are listed as well as detailed observations. A list of all schools, complete with address and name of the administrator, is a part of the report.

What Educators and Architects Talk About," School Progress, XXXVII (March, 1968), 38-39.

A report of a panel discussion held at the Canadian Education Showplace. Architects and educators were members of the panel who discussed problems of flexibility, frills, time lag, and determination of needs.

II

RESEARCH

Academic Evaluation - An Interim Report. Toronto, Ontario: Metropolitan Toronto School Board, Study of Educational Facilities, 1971, 205 pp. Cost: $8.00. Available from: Mrs. Joan Green, Librarian, SEF, The Metropolitan Toronto School Board, 155 College Street, Toronto 2B, Canada.

A study that was commissioned to compare SEF schools with non-SEF schools and open-plan facilities with traditional facilities. The study includes methodology and description of schools and respondents, observation and utilization of facilities, and satisfaction with facilities. Evaluation instruments and an annotated bibliography on research on open-space are a part of the appendices.

Allen, D. Ian. "Open Plan - A Canadian Investigation." Memorandum No. 3, Stanford University, March, 1972, 16 pp. (Mimeographed.) Available from: School Environment Study, School Planning Laboratory, School of Education, Stanford University, Stanford, California 94305.

A comprehensive survey which included fifty-four open-space schools in British Columbia. The advantages and disadvantages of open-plan classrooms, the preparation of teachers, and student groupings were investigated.

Brunetti, Frank A. "Open Space: A Status Report." Memorandum No. 1, Stanford University, August, 1971, 19 pp. (Mimeographed.) Available from: School Planning Laboratory. (See Allen reference.)

A helpful introduction notes the trends and evolution of space. The effects of open space on (1) student performance, (2) noise, distraction, and privacy, (3) observation, and (4) school organization are reported.

Burnham, Brian. "Open Education: Some Research Answers to Basic Questions," Orbit, II (December, 1971), 22-24.

Open-plan schools were compared to traditional schools using IQ and Achievement differences of first graders and by observing behavioral differences of students in the two different kinds of facilities. Also mentions current studies in progress.

Carbonari, Joseph P. "Report of an Evaluation Study of an Open-Concept School," Educators Report and Fact Sheet, VIII (March, 1971), 2 pp. Available from: Bureau of Education Research and Services, College of Education, University of Houston, Houston, Texas 77004.

A change in students' attitudes as a function of time in an open-plan school was assessed. An attitudinal comparison was made between teachers in the school and national norms.

Ellison, M., L.L. Gilbert, and E.W. Ratsoy. "Teacher Behavior in Open-Area Classrooms," The Canadian Administrator, VIII (February, 1969), 17-21.

A two-part study using the variables of verbal interaction and teacher utilization of time. Methodology and summary of findings for each variable are well reported. Bibliography.

Final Report of Integrated Sub-Committees of the Innovations Council. The Halton County Board of Education (West Education Center), June, 1969, 13 pp. (Mimeographed.) Available from: D.J. Gentleman, Chairman, West Education Center, 2468 Glenwood School Drive, Burlington, Ontario.

A survey of students, parents and teachers was conducted. Two curiosity questionnaires were used to measure student attitudes. Problems unique to open-plan schools are listed. Numerous recommendations included.

Frase, Larry E. "A Brief Guide for Teachers Toward the Utilization of the Concept of 'Open Space' as an Aspect of the Instructional Individualization." Memorandum No. 2, Stanford University, January, 1972, 24 pp. (Mimeographed.) Available from: School Planning Laboratory. (See Allen Reference.)

Two diagrams--Model Framework of "Open Space" and Instructional Procedures, Teacher and Student Activities--are unique to this publication. Concludes with an "Open Space Index" and a helpful bibliography.

Kennedy, V.J. and Michael W. Say. "Comparison of the Effects of Open-Area Versus Closed-Area Classrooms on the Cognitive Gains of Students," Educators Report and Fact Sheet, VIII (February, 1971), 4 pp. Available from: University of Houston. (See Carbonari reference for complete address.)

A well written research report which recommends further study in this area to include a longitudinal approach and measurement of both cognitive and affective skills development. Numerous tables are included.

Killough, Charles Kyle. "An Analysis of the Longitudinal Effects That a Nongraded Elementary Program, Conducted in an Open-Space School, Had on Cognitive Achievement of Pupils," Educators Report and Fact Sheet, IX (November, 1971), 4 pp. Available from University of Houston. (See Carbonari reference.) This is a summary of Dr. Killough's dissertation. Entire study may be purchased for $3.25 from the same address.

Findings indicate students in the open-space facility had higher mean achievement in arithmetic reasoning, concepts, and computation and reading comprehension and vocabulary. Sex and type of school program did not have a significant interactive effect.

Kleparchuk, Harry. "Supervisory Services Considered Desirable by Teachers and Principals in 'Open Space' Elementary Schools," Oregon School Study Council Bulletin, XIV (October, 1970), 25 pp. Cost $2.00. Available from Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon.

This study found a high correlation in rankings of teachers and principals on the most desirable and the less desirable supervisory services. The highest ranking item on both the teachers' and principals' questionnaire was "Help create a school climate which is conducive to open discussion and learning for the staff." Least desirable was "Devote staff meetings to routine or managerial problems." Bibliography and appendix of open-space school floor plans included.

Kyzar, Barney L. Comparison of Instructional Practices in Classrooms of Different Design. Final report. Northwestern State University, Natchitoches, La. Sponsored by National Center for Educational Research and Development. 76 pp. ERIC Document No. 048 699. Cost: Microfiche $ .65, hard copy $3.29. Available from: ERIC Document Reproduction Service, Leasco Information Products, Inc., P.O. Drawer O, Bethesda, Md. 20014.

Instruments were used to record teaching techniques, psychological climate, social differences, and activities utilized in the instructional programs of four open-space schools and four schools with conventional classrooms. A sound survey indicated that noise is not a problem in open-space schools. Specific suggestions are made for future research.

Meyer, John, Elizabeth Cohen and others. The Impact of the Open-Space School upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation. Stanford, California: School of Education, Stanford University, October, 1971 (Technical Report No. 21), 185 pp. Available from: Publication and Dissemenation Unit, Stanford Center for Research and Development in Teaching, 770 Welch Road, Suite 250, Palo Alto, California 94034.

A well written research report which includes 34 pages of instruments used to measure teacher ambition, orientation, formal evaluation, job satisfaction, school authority structure, and personal background information.

The general findings were that teachers in open-space schools were more satisfied, achieved a greater degree of respect and prestige, and felt more autonomous.

Myers, R.E. "Comparison of the Perceptions of Elementary School Children in Open Area and Self Contained Classrooms in British Columbia," Journal of Research and Development in Teaching, IX (Spring, 1971), 100-106.

An experimental study which included experimental and control groups, formulated hypotheses, which were tested, and data obtained by administration of the Ideal Teacher Checklist. Results are shown in tabled form. The conclusion of the study states further research should determine which children benefit most and least from certain kinds of learning environments.

Purkey, William W., William Graves, and Mary Zellner. "Self-Perceptions of Pupils in an Experimental Elementary School," The Elementary School Journal, LXXI (December, 1970), 166-171.

The purpose of this study was to explore the impact of an open-space, innovative, team-teaching, completely ungraded elementary school on the professed self-esteem of pupils in that school. Coopersmith's Self-Esteem Inventory was the measuring instrument used.

Roistacher, Richard C. "Assessment of the Open-Plan School: A Research Design," Ann Arbor: Institute for Social Research, February, 1971, 15 pp. Available from: Dr. Richard C. Roistacher, Center for Advanced Computation, University of Illinois, Urbana, Illinois 61801.

The author deals with the problems in measurement and evaluation of open-space schools, the design of an instrument which would be applicable to a wide range of open schools, and the cost of research to provide an adequate and economically feasible instrument.

Sackett, John W. "A Comparison of Self-Concept and Achievement of Sixth Grade Students in an Open-Space School, Self-Contained School and Departmentalized School." Unpublished Ph.D. dissertation, University of Iowa, 1971. Dissertation Abstracts XXXII, 2372-A (Order No. 71-30,486 78 pp.).

Intelligence, achievement, and self-concept of sixth grade pupils in three educational settings were measured. Achievement and self-concept of students in open-space schools were significantly lower than students in the self-contained school.

Smith, Louis M. "Dilemmas in Educational Innovation: A Problem for Anthropology as Clinical Method." A paper presented at AERA, New York, February, 1971. 8 pp.

A defense of the use of case studies as a clinical method for evaluating open-space schools. Discusses administrative strategies, patterns of utilization, and the organization and its environment.

_____. "Open Space Design in Elementary Schools." February, 1970. 8 pp. (Mimeographed.) Two Smith articles are available from: Central Midwestern Regional Educational Laboratory (CEMREL), 10646 St. Charles Rock Road, St. Ann, Missouri 63074.

An evaluation of utilization of open-space in new open-space elementary schools. Notes that each group of teachers develops to a high degree its own style with open-space.

Smith, Louis M., and Pat M. Keith. Anatomy of Educational Innovation, New York: John Wiley & Sons, Inc., 1971. 420 pp. Cost $10.95. Available from: John Wiley and Sons, Inc., One Wiley Drive, Somerset, N.J. 08873.

Two social scientists record their observations and findings after spending 247 days as participant observers in an innovative, open-space elementary school. Knowledgeable students of open-space elementary schools will be able to recognize the true identity of "Kensington" even though names have been coded and the give-away floor plan altered.

Studies of Open Education, Aurora, Ontario: York County Board of Education.

Titles in Series:

No. 1	"The Open Plan School as a Response Change." January, 1970.
No. 2	"A Day in the Life: Case Studies of Pupils in Open Plan Schools." May, 1970.
No. 3	"Anatomy of Open Education: A Barebones Summary of Its Assumptions as Related to Practices in Elementary Education and an Overview of Its Accomplishments." Revised, September, 1970.
No. 4	"Open Education: A Selected Bibliography." Revised, October, 1970.
No. 5	"Reading and Mathematics Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools." September, 1971.
Nos. 1, 3, and 5	Available from: Mr. Brian Burnham, Research Officer, York County Board of Education, Box 40, Aurora, Ontario.
No. 2	Available in: Growth Points '70 from same address. Cost: $2.00.

A series of publications which discuss the findings about claims made for the open-space school. Open classrooms are also discussed and articles about them included in the bibliography.

Warner, Jack Bruce. "A Comparison of Students and Teachers Performances in an Open Area Facility and in Self Contained Classrooms." Unpublished Ed.D. dissertation, University of Houston, 1970. Dissertation Abstracts, XXXI, 3851-A. (Order No. 71-4372 125 pp.)

A study conducted in a physical plant that had both self-contained classrooms and open areas. Open-space facilities with enclosed areas for special activities are recommended.

A summary of this study is in Educators Report and Fact Sheet, VIII (September, 1971). Available from: University of Houston. (See Carbonari reference.)

Wilson, F.S., R. Langevin, and T. Stuckey. "Are Pupils in the Open Plan School Different?" A Paper Presented to the Seventh Canadian Conference of Educational Research, Victoria, B.C., January, 1969. Ottawa: Canadian Council for Research in Education. 6 pp. Request from: Mrs. Joan G. Green, Librarian, The Metropolitan Toronto School Board. Study of Educational Facilities, 155 College Street, Toronto 2B, Canada.

Students in open-space schools were compared to those in traditional schools by measuring attitudes toward school, teacher, self, learning, and "school last year." Curiosity and creativity of the two groups were also compared. This well written research report includes an abstract and a dynamic rationale.

III

SCHOOLS

"An Addition Effects a Transformation," School Management XVI (August, 1972), 15-17.

Details how a new open-space addition was successfully merged with an existing facility. Cost of addition and renovation of old building is included.

"The New Learning Environment," School Management, XIII (October, 1969), 44-52.

A good introduction to open-space using specific schools as examples. Quotes from three school administrators, Haizlip of New York City, Pino of Cherry Creek district near Denver, and Goedke of Howard County, Maryland, are included.

"The Open Classroom, the Nation's Schools in an Age of Space," Consulting Engineer, XXXVII (November, 1971), 78-86.

An elementary discussion of open-space that is illustrated with floor plans of schools in Columbus, Indiana; Charlottesville, Virginia; and Rockaway, New Jersey. Two Canadian schools, one elementary and one secondary, are included.

Open Space Schools. American Association of School Administrators (AASA), 1971. 109 pp. Cost: $5.00. Order from: AASA, 1201 16th Street, Northwest; Washington, D.C. 20036.

A helpful general guide to open-space divided into the following sections: why open-space, what is it, how does it work, who plans it, what's in it, how it is built, and what does it look like. The last section has 57 pages of pictures and floor plans of open-space schools across the country.

Places and Things for Experimental Schools. Educational Facilities Laboratories (EFL) and Experimental Schools, 1972, 134 pp. Cost: $2.00. Available from: EFL.

This helpful, timely publication gathers together information on many facility topics such as found space, modernization, open plan, and furniture. Names and addresses of prime information sources are included.

Apollo Elementary School, Bossier City, Louisiana

"Apollo: School Without Failure." Sound/color filmstrip. Released by the Center for Advanced Study of Technology, United States International University, San Diego. 18 minutes. Available from: Audiovisual Supervisor of State Department of Education or the United States International University, 8655 Pomerado Road, San Diego, California 92124.

An audiovisual presentation which shows a nongraded elementary school which makes extensive use of educational technology and library materials. Stresses full student participation and "no failures".

Cupertino Union School District, California

"Carol Murdock Elementary Opens Its Walls to the Future," American School and University, XLII (March, 1970), 46-47.

For information, write:

Jack L. Belote
Area Director
Cupertino Union School District
10301 Vista Drive
Cupertino, California 95014

Cypress-Fairbanks School District, Texas

Anderson, Ralph A. "Open Learning Places," Educational Technology, X (June, 1970), 13-15.

"Cypress-Fairbanks...Where Each Individual Child Counts," Texas School Business, XVII (May, 1971), 20-24.

Killough, Kay. "Open-Plan School," Instructor, LXXX (August/September, 1970), 75-76.

For information, write:

Dr. Joe Harper
Superintendent of Schools
Cypress-Fairbanks ISD
Houston, Texas 70040

Denver, Colorado Area Schools, Cherry Creek School District

Cutler, Marilyn. "Make Way for Walnut--Small School with Big Savvy," American School Board Journal, CLVII (November, 1970), 29-32.

"'Together' School," Instructor, XLLLI (April, 1971), 61-62.

For information, write:

Dr. Edward C. Pino
Superintendent
Cherry Creek School District
4700 S. Yosemite
Englewood, Colorado 80110

Howard County, Maryland Schools

Johnson, Charles, William Schafer, and Bruce Rogers. "Evaluation Reports on the Model Elementary School and the Model Middle School." University of Maryland: October, 1971. 26 pp. Mimeographed.

For information, write:

John G. Freudenberger
Assistant in Special Programs and Projects
Board of Education of Howard County
Clarksville, Maryland 21029

Jefferson County School System, Colorado

"School of the Month--Prospect Valley Elementary School, Wheat Ridge, Colorado," Nation's Schools, LXXXII (July, 1968), 50-52.

For information, write:

Dr. W. Del Walker
Superintendent
Jefferson County Public Schools
809 Quail Street
Lakewood, Colorado 80215

New Hampshire's Project SOLVE Schools

Cutler, Marilyn H. "This One-Room School is Anything But Antiquated," American School Board Journal, CLVI (June, 1969), 17-20.

Wing, R. Cliff, and Patricia H. Mack. "Wide Open for Learning," American Education, VI (November, 1970), 13-15.

For information, write:

Charles A. Kadel
Director
Project SOLVE
35 West Street
Concord, New Hampshire 03301

Also see current and back issues of Nation's Schools and American School Board Journal, both of which frequently have feature articles on open-space elementary schools.

IV

FURNITURE

"Boxes and Things," Symposia, V (March, 1971), 18-19.
Information on plastic cubes developed by Victor Langhart, a Denver architect, for use in open-space schools in Jefferson County, Colorado. Photographs included. Mr. Langhart's address is 1626 Stout Street, Denver, Colorado 80202.

Burr, Donald F. "What School Furniture Will Look Like Tomorrow," CEFP Journal, IX (April, 1971), 4-7.
An architect writes about the brief history of open-space and his predictions for the future with special emphasis on the concept of the entire interior of a school as a system. A discussion of new furnishings is included.

"Furniture and Furnishings for the Open Plan," School Management, XV (March, 1971), 16-19.
A discussion of furnishings found in various schools around the country. Also cites need for furniture designed specifically for open-space.

"Have a Look at Furniture to Fit the Schools of the Seventies," American School Board Journal, CLVI (December, 1969), 28-29.
A discussion of "cubes" and "slabs" and their uses as envisioned by an architect and school administrator.

"Open Plan Furnishings Borrow From Builders, Bedsides," American School and University, XLIV (March, 1972), 30-35.
Details how a New York City elementary school located in the professional space of a new apartment building found unique uses for industrial bins, rolling aluminum scaffoldings, and ceiling-hung hospital sliding dividers.

Rogers, John B. and Donald F. Burr. "New Directions in School Furniture," CEFP Journal, VIII (July, 1970), 9-16. (Available as Reprint #3.)
Article deals with furniture for open-space elementary and secondary schools. Many photographs and drawings included.

Wise, Billy Melvin. "A Study of Furniture Applicable for Use in Open-Plan Schools." Unpublished Ph.D. dissertation, University of Tennessee, 1970. Dissertation Abstracts, XXXI 3250-A. (Order No. 71-379, 150 pp.)
Administrators, teachers, and students in eleven open-space schools were interviewed to determine desirable and undesirable characteristics of furniture in these schools.

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A comprehensive, computerized bibliography which contains references from the late fifties to the early seventies.

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